North Carolina Star Rated License (QRIS) Validation Study

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Presentation Overview

- Study Phases
- NC Rated License System Components
- Study Questions
- Study Design
- Lessons Learned
- Next Steps

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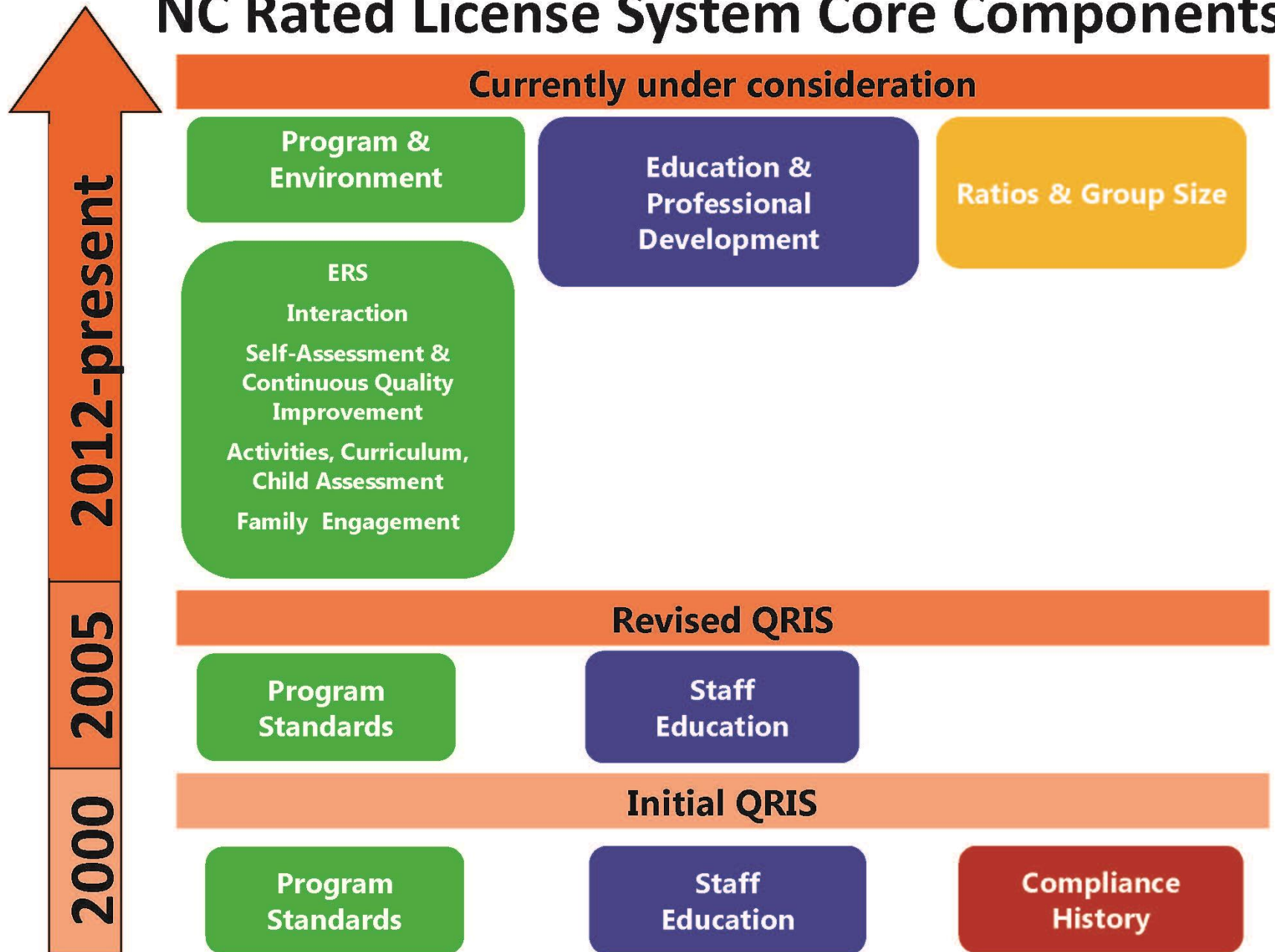CHILD DEVELOPMENT INSTITUTE

Study Phases

- Phase 1: Exploration & Model Development (1/13-5/15)
  - Developed alternative TQRIS models based on multiple data sources
  - Obtained feedback on models
  - Mapped programs onto models
  - Based on all available data, DCDEE selected the model with the "best fit" to be further assessed in Phase 2

- Phase 2: Model Testing and Validation (5/15-12/16)
  - Gathered data from random sample of programs
  - Conducted data analyses
  - Examine alternative model, validate current Star Rating

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NC Rated License System Core Components

2012-present

Currently under consideration

- **Program & Environment**
- **Education & Professional Development**
- **Ratios & Group Size**

ERS

Interaction

Self-Assessment & Continuous Quality Improvement

Activities, Curriculum, Child Assessment

Family Engagement

2005

Revised QRIS

- **Program Standards**
- **Staff Education**

2000

Initial QRIS

- **Program Standards**
- **Staff Education**
- **Compliance History**

# Phase 2: Validation Study Research Questions

- To what extent do the TQRIS tiers meaningfully differentiate levels of quality?

- What is the relationship between program characteristics and program quality in the TQRIS?

- To what extent are the TQRIS quality rating tiers associated with child outcomes?

- What dimensions of the TQRIS are most vital to children's learning and development?

Phase 2 Validation Study Design

- Participants
  - 176 child care centers
  - 70 family child care homes
  - 786 children and families
- Data Collection
  - Classroom observations
  - Director interviews
  - On-site document reviews
  - Family questionnaires
  - Child pre-academic and social skills assessments

Data Collection Sites
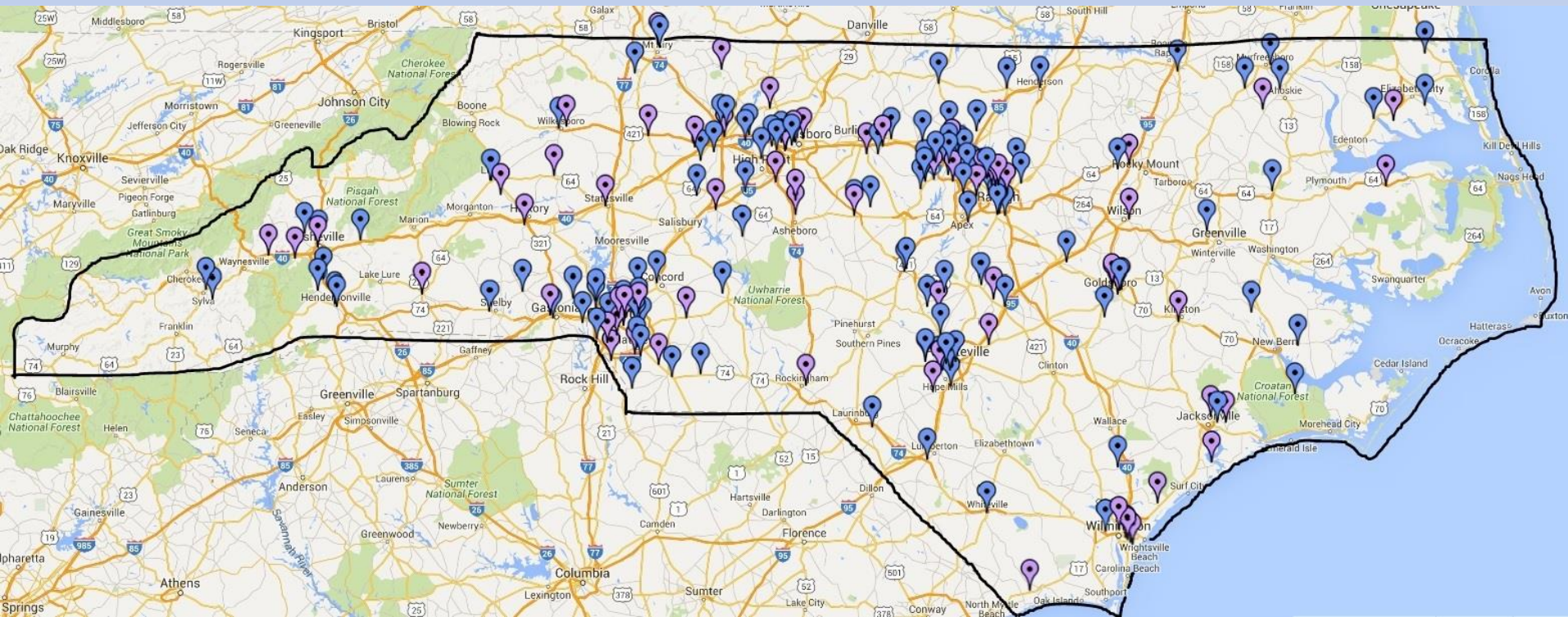
Sample Summary, Child Care Centers

			Star Level				Total
			1.2	3	4	5	
1 (East)	Profit	Rural		2	3	2	27
	Non-profit	Rural		1		2	
	Profit	Urban	1	5	3	5	
	Non-profit	Urban			1	2	
2 (Central)	Profit	Rural		4	3	2	81
	Non-profit	Rural		1	2	3	
	Profit	Urban	7	14	14	17	
	Non-profit	Urban	1	2	3	8	
3 (West)	Profit	Rural		1	2	2	45
	Non-profit	Rural	1		2	1	
	Profit	Urban	4	4	11	9	
	Non-profit	Urban	1		2	5	
Total			15	34	46	58	153

Sample Summary, Family Child Care Homes

		Star Level					
		1	2	3	4	5	Total
1 (East)	Rural	1		2	1	2	15
	Urban	1	1	3	3	1	
2 (Central)	Rural					1	19
	Urban	2	2	5	6	3	
3 (West)	Rural					1	9
	Urban	2		1	2	3	
		6	3	11	12	11	43

NC-TQRIS Sample by Sites, Classrooms, and Children

	CCC	FCCH	Totals
Sites	153	43	196
Classrooms			290
Pre-K	165		
Toddler	95		
Infant	29		
Children			
English Only	706	47	753
Spanish Assessment	47	1	48

Program Level Measures

- Program Administration Scale (PAS)
  - Item 2. Supervision and Performance Appraisal
  - Item 4. Compensation
  - Item 8. Risk Management
  - Item 11. Assessment in Support of Learning
  - Item 14. Program Evaluation
  - Item 16. Family Communications
  - Item 17. Family Support and Involvement

Program Level Measures (con't)

- Business Administration Scale (BAS)
  - Item 6. Risk Management
  - Item 7. Provider-parent Communication
  - Item 8. Community Resources
  - Item 10. Provider as Employer
- Director Interview.- education level, certification credentials, professional development training, group size, adult-child ratio

Classroom Level Measures

- Global Quality
  - Environment Rating Scales (ECERS-R; ITERS-R)
- Adult-child Interaction Quality
  - Classroom Assessment Scoring System (CLASS-PreK, Toddler, Infant)
- Teacher socio-demographics (race/ethnicity, education, experience, tenure)

Child/Family Level Measures

Measure	
Social-Emotional Skills	**Executive Function**
Teacher-Child Rating Scale	Head, Toes, Knees, Shoulders
	Pencil Tap Measure
Language & Literacy Skills (English/Spanish)	**Family Characteristics**
Woodcock-Johnson III Tests of Achievement/Bateria-III Subscales:	Family Demographics
1. Letter Word	Program-home communication
2. Picture Vocabulary	Family engagement
Math Skills (English/Spanish)	
Woodcock-Johnson III Tests of Achievement/Bateria-III Subscale: Applied Problems	

Lessons Learned

- **Stakeholder Input is Important**. Program administrators, staff, and parents appreciated the chance to share their opinions and their feedback was used by the research team and administrators as they considered possible changes in the Star Rated License.

- **Administrative Data can be Challenging**. Throughout the study, there were challenges when attempting to analyze centralized administrative data, which are obtained for descriptive or other informational purposes and not to answer research questions about a revised system. Challenges included missing or incorrect data, incomplete information to link data, and the use of identification numbers that were not unique to individual programs.

- **Coordination and Collaboration is Critical**. A validation study requires close communication and partnership with funding agencies and other partners to be successful, particularly during planning and design stages.

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Next Steps

- Provide DCDEE with detailed information about each indicator in the test model: which ones are most challenging/easiest for programs to achieve?

- Examine NC's current Star Rated License to determine associations with quality, relations with program characteristics, and associations with child outcomes (validation)

Questions?

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